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ABSTRACT

Although developmental specialists have called for more male teachers in the fields of day care and early education, it is possible that parents with children in day care would be prejudiced against male day care workers. The work sample evaluation technique in which participants are asked to evaluate identical pieces of work was used in a study exploring the issue of parental prejudice against male workers in child care. Parents (N=60) with children attending a day care center read a letter describing a day care facility and then rated the overall quality of the day care center described. Letters for one-half of the subjects were signed by a male day care worker and letters for the other subjects were signed by a female worker. All subjects completed the Bem Sex-Role Inventory and a demographic questionnaire. The results indicated that there was no prejudice exhibited by the parents toward the male day care worker. In addition, the hypothesis that parents who ascribed to androgynous sex roles would exhibit significant differences in child care evaluations from those who ascribed to more stereotypical sex roles was not supported. For this sample of parents, there were no significant biases revealed toward the sex of the day care worker by either sex of the parent or by parent sex role orientation. (Author/NB)

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Sex-Role Orientation and Attitudes Towards Male Day Care Workers

by

Marja Elizabeth Wessell

A Thesis
Presented to
The Faculty of Humboldt State
University

In Partial Fulfillment
of the Requirements for the
Degree Master of Arts

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Sex-Role Orientation and Attitudes
Towards Male Day Care Workers

by

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TABLE OF CONTENTS

	Page
LIST OF TABLES	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
INTRODUCTION	1
Male Stereotypical Sex-Roles	3
Breaking the Stereotypes	6
Male Early Education Teachers	9
Androgyny	17
Hypotheses	22
METHOD	24
Subjects	24
Materials	25
Procedures	26
Scoring	27
Design	28
RESULTS	29
Descriptive Statistics	29
Inferential Statistics	29
DISCUSSION	42
Summary of Results	42
Evaluation of the Study	48
Ideas for Further Study	49
Conclusions	50
REFERENCES	52
APPENDICES	55

LIST OF TABLES

Page

1. Description of Demographic Data 30

2. Description of Individual Items on the Questionnaire 31

3. Two-Way Analysis of Variance, Sex of the Parent, Sex of the Worker and Item 1 on the Questionnaire 35

4. Breakdown of Mean Scores for BSRI, Sex of Parent and Sex of Worker 38

5. Three-Way Analysis of Vairance, BSRI, Sex of the Parent, Sex of the Worker and Item 1 on the Questionnaire 39

6. Regression, all Variables as Predictors for Item 1 on the Questionnaire 41

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I am eager to announce my father and mother's excellence in the field of parenting. Their faith in me is "like to that above." And last, but certainly not least, I wish to thank God for His grace which He has poured out on my life.

ABSTRACT

The underlying assumption of this study was that parents with children in day care are prejudiced against male workers in child care. The strategy used to demonstrate prejudice was the work sample evaluation technique in which participants are asked to evaluate identical pieces of work. In a letter describing a day care facility, half the subjects were informed that the work was performed by a male day care teacher and the other half by a female. These parents were then asked to make judgements about the overall quality of the program. The results indicated that there was no prejudice exhibited towards the male day care worker. Further, parents were measured for either androgynous or traditional sex-role orientation according to the Bem Sex-Role Inventory. It was assumed that the androgynous parents would be less prejudiced according to society's stereotypes toward sex-typed occupations such as day care teacher. The results did not support the hypothesis.

INTRODUCTION

> I, a six-foot, three-inch, 200-pound male, working in the predominantly women's world of early childhood education? Not in your life! What would I do with a bunch of squirming little children? Play house, get dirty in the sand box, cook, and button clothing? What about my male ego? (Greenberg, 1977, p. 34).

There is a persevering and determined call for more male teachers in day care and early education by developmental specialists (Burtt, 1965; Kyselka, 1966; Peltier, 1968; Vairo, 1969; Johnston, 1970; Williams, 1970; Kendal, 1972; Sciarra, 1972; Greenburg, 1977;Gordon and Draper, 1982). Men are observed as having a position balancing effect in the highly "feminized" worlds of young children (Kyselka, 1966; Peltier, 1968; Johnston, 1970). Young boys and girls may benefit from a male day care worker on the staff. The question is raised--Can we free the schools and the male in our society? Should we have more males who teach and interact with young children? In this age of the women's liberation movement, should not men liberate themselves and allow themselves to make important contributions to the education of our young?

The underlying assumption of this research is that parents are prejudiced against male day care workers. There are three aspects of possible prejudice against male workers in day care that will be discussed. First, stereotypical sex-roles. Second, breaking the stereotypes.

Third, the male as an early educational teacher will be addressed. Last, androgyny, an important construct that may impact on prejudiced attitudes will be examined.

Male Stereotypical Sex-Roles

Haven (1985) stated,

> Lately, I was present at a nightclub performance of a popular divorced entertainer. One of her first jokes was, "we were a childless couple...unless you count my husband." (p. 277).

The assumption of the previous illustration is that "men are babies;" the comedienne was making a joke about many women's generalizations describing men. Sex-role stereotypes such as the one illustrated above can be defined as the sum of socially designated behaviors that differentiate between men and women (Broverman et al., 1972). Although these behaviors need not be negative in nature, when they are they are defined as prejudice.

Farley (1982) defined the following:

> Prejudice is a negative, unfavorable attitude toward a group or its individual members, it is characterized by the stereotyped beliefs; the attitude results from processes within the bearer of the attitude rather than from reality testing of the attributes of the group in question (p. 129).

Further, it was pointed out that prejudice can be cognitive (involving beliefs about a group), affective (involving dislike of a group), or behavioral (involving the desire to behave negatively toward a group or wanting to discriminate).

One strategy in the literature for exhibiting the presence of bias against working females is the work-sample evaluation technique in which subjects are asked to evaluate identical compositions of work. Half the

participants are told that the work was completed by a male and the other half are told it was completed by a female. Using this method, Goldberg (1968) found that males usually received evaluations superior to those given to females. In an expanded version of the same study, Mischel (1974) observed that in some instances there was bias against both males and females in professions typically related to the opposite sex. In other words, bias depended on the stereotype of the occupation.

Segal (1961) investigated male nurses in a psychiatric hospital. Male nurses were compared and contrasted to their female colleagues with respect to their conceptions of their intra-hospital status and their place in the general stratification system outside the hospital. The researcher found that within the hospital, the male nurses differed from the females in their views of other occupational groups with whom nurses are in contact. The men's involvement in an occupation, usually reserved for women, also affected their view of the general stratification system, especially in terms of a relatively low estimate of their own self-esteem.

Schlossberg and Goodman (1972) designed a study to discover the degree to which elementary school children hold stereotypes about occupations based on gender. Every child in the kindergarten and sixth grade of two schools was asked to respond to 12 pictures representing work settings of six occupations customarily considered

feminine. They found that the issue was not that they felt a women's place was in the home but rather that her place was in specific female stereotyped occupations. However, the children did not think that men had to be similarly limited.

On the other hand, Hesselbart (1977) compared high school students' impressions of male and female medical and nursing students. This researcher found that there are few differences in the ratings of male and female medical students, and both were evaluated and described as competent and attractive. However, male nursing students were evaluated as unattractive. These findings suggested that men entering predominantly female occupations may be perceived as more deviant than women entering predominantly male occupations. Therefore, it seems that men as well as women can be negatively stereotyped when they break usual sex-role expectations in professions.

Broverman et al. (1972) developed their own questionnaire to measure sex-roles. They found a consensus about differing traits of men and women that exist across groups differing in age, education, marital status, and sex. Masculine characteristics were positively valued more often than feminine characteristics. Sex-role definitions were incorporated into the self-concepts of both men and women; moreover, the masculine characteristics were considered most desirable by both college students and mental health professionals.

Toys for young children seem to be designed to reinforce various role limitations and stereotypes (Schlossberg and Goodman, 1972). Robinson, Skeen, and Flake-Hobson (1980) cited Hartup, Moore and Sager's study in 1963, in which it was found that boys were more likely to avoid sex-inappropriate toys than were girls. Previous research had indicated that sex-role preferences of boys were more clearly masculine than girls' preferences were feminine.

In order to provide a partial explanation for this phenomenon, Feinman (1974) explored the responses of college students to descriptions of cross-sex-role behaviors of young boys and girls. Participants rated 10 one sentence descriptions of cross-sex-role behaviors on an approval or disapproval dimension. The researcher found that both male and female subjects showed greater disapproval of cross-sex-role behavior of boys than girls. Several studies (Peltier, 1968; Feinman, 1974; and Robinson, Skeen, and Flake-Hobson, 1980) suggested that the pattern of androgynous sex-role preferences have been found to be more prominent in girls than boys. In other words, it is fine if a girl behaves like a "tom boy" but not if a boy behaves like a "sissy."

Breaking The Stereotypes

It is considered of paramount importance to place young children in situations where they may relate to

adults of both sexes (Kendall, 1972; and Sciarra, 1972). Children need to have contact with both sexes in order to learn various modes of behavior in response to each sex (Vairo, 1969). It would be desirable to come to terms with our stereotypes and our prejudices, men's toward women, and women's toward men.

Haven (1985) described the following:

> I'm willing to meet and talk to some man about it. I won't be late. If he doesn't try to control the damn conversation...I won't cry when I'm upset...If he isn't afraid to be vulnerable...I won't call him a verbal bully...If he doesn't say, "I'm talking about the real world here..." The thing is, should I wait for him to call? Or should I call him? (p. 359)

Kyselka (1966) suggested through the following description that men are a distant and an inapproachable figure in American society.

> By "strong male" we do not mean that boorish caricature of a man portrayed as a sweaty-browed, cigarette-smoking, tattooed brute. Instead we see a strong male as one who is not afraid of his feelings: one who appreciates the feelings of tenderness he finds within himself: and one who is not afraid to express affection toward children (p. 294).

The male needs to surpass the children's usual stereotype of the man that they have formed through interpersonal relationships in the home, by watching television, and by listening to stories (Greenberg, 1977).

Robinson (1979) challenged the conventional assumption that males should be employed to counterbalance the "feminized" environment in early education. An argument was made for the recruitment of androgynous men to break

the stereotype, recurrent in the educational literature and the media, that the male is valued solely for his macho image. It was noted in earlier studies that male workers in day care do not view their role as primarily one of modeling a male image for young children. Many believed it was equally important to provide children with men in nurturant, warm, and intimate roles traditionally assigned to females in America.

Greenberg (1977) quoted Goode (1956) in recognizing the need for the father in the child's upbringing:

> At every developmental phase of childhood, the child needs the father... as an object of love, security, or identification, or even as a figure against whom to rebel safely...It would be surprising if the absence of the father had no effect on the child. (p. 26)

The male is quickly disappearing from the American home and so has his influence (Kyselka, 1966; Peltier, 1968; Vairo, 1969; Johnston, 1970; Williams, 1970; Kendall, 1972; and Greenberg, 1977). Furthermore, even when the father happens to be home, he probably is not spending much time with the children (Kyselka, 1966). Greenberg (1977) stated, "One girl, from a fatherless home, occasionally lapsed into calling me 'daddy' instead of the customary 'teacher'" (p.34).

Girls as well as boys should have meaningful relationships with the male adult (Kendall, 1972). Johnston (1970) pointed out that the structure of our society and conditions of our culture tend to discourage much identification of girls with males. In fact, he noted

that girls in our society are often actually conditioned to mistrust or fear males. Therefore, it seems that both the male and the female child would benefit from an adult male's presence. Williams (1970) quoted Hymes, Jr. (1963) to bring the male's importance into focus for him when he said:

> ...A boy's job is to grow up as a man...He can do this only if he grows up with men around him. Little girls, no less, need men. In fact, they have a double need. Their job is to grow up so they can live with men. They must be steadily building in their minds an image of what men are like. And they need this image so they can bounce back from it and find their role as women. They must live with men, and they must live as women. To know what they are and to know what they are not, they need to man around...(p. 143).

Male Early Education Teachers

The preschool child is at a critical age to benefit from the presence of male influence, for it is at this age that the child is forming basic attitudes toward the world and the people in it (Kyselka, 1966). Studies consistently reported that women day care workers are structuring traditionally feminized environments for children (Kyselka, 1966; Peltier, 1968; Vairo, 1969; Kendall, 1972; and Robinson, Skeen and Flake-Hobson, 1980).

Consequently, Robinson and Canady (1978) studied sex-role behaviors and personality traits of male day care teachers. They hypothesized that male day care teachers who had adopted the "feminine" role of caregiver would score feminine in their personality traits and would reinforce children more for feminine behaviors and punish

them for masculine behaviors. They found that both male and female day care teachers reinforced children more for feminine behaviors than masculine and punished masculine behaviors more than feminine. The personalities of the male day care workers corresponded to the feminine direction of their female counterparts.

Gordon and Draper (1982) tested bias against male workers in day care by the work-sample evaluation technique in which subjects were asked to appraise identical pieces of work. Half the subjects were told the work was performed by a male child care worker and the other half were told it was done by a female child care worker. They discovered that men regarded male day care workers as less competent than women did; however, both sexes indicated biased judgments against the male in this profession. Further, several studies (Vairo, 1969; Milgram and Sciarra, 1974; Greenberg, 1977; Robinson, 1980; and Gordon and Draper, 1982) pointed out that female teachers, parents, and supervisors perceive male day care workers as not only less competent but also biologically inferior for this role!

Further, Robinson, Skeen, and Flake-Hobson (1980) cited Good and Growus (1972), who quizzed male and female student teachers to assess which traits in children were regarded most favorably. They found that generally male and female student teachers indicated identical behavioral preference patterns for children. Male and female teachers

gave both boys and girls more approval for feminine stereotyped behaviors (that is, dependent behaviors) than for masculine stereotyped behaviors (that is, aggressive behaviors). Furthermore, one would expect more "feminizing" to happen at that child care level than elementary school level (Robinson, Skeen, and Flake-Hobson, 1980).

Barry (1978) noted that sexism has directed many women into elementary school teaching. Further, this gives young girls a decided advantage over young boys in primary education.

For boys, the classroom may be perceived as a place in which they must be quiet, neat and think like girls, all of which appears to be contrary to their embryonic ideas of what a boy should be and may be equated with femininity (Peltier, 1968; and Vairo, 1969). There seems to be some evidence to suggest that boys will do well in those academic subjects in which they are counted upon to be interested, such as mathematics and science (Peltier, 1968). One wonders what the effect would be on early learning problems of many boys if successful male teachers shared teaching roles at the elementary levels of education (Peltier, 1968; Vairo, 1969; and Greenberg, 1977).

Sexton (1965) discussed the possibility that schools are emasculating young males. It was pointed out that there are a disproportionate number of boys that are maladjusted, low achievers, truant, delinquent, inattentive, and

rebellious. Further, it is noted that boys are often raised by strong and assertive women at home and then turned over to strong and assertive women at school. The problem is not just that elementary teachers are too often women. It is that the school is too much a woman's establishment, governed by women's rules and standards.

An interesting paradox in American life is the fact that although males traditionally take on leadership roles in our society, it is the female who more often finds success in our educational system (Peltier, 1968). Hence, more girls than boys graduate from high school (in the ratio of about 51 to 49) and although more males attend college than females do, women are often more academically successful (Peltier, 1968).

Myer (1980) surveyed day care workers because of the lack of definitive information in the occupation. Male day care workers were defined as the male sex who provides supervision, in a facility, for preschool children during day. The study surveyed demographic data of age, sex, marital status, and education. Of the workers who responded to the questionnaire, 35.6 percent were female. When asked to rank five reasons for becoming a day care worker, the respondents, on the average, arranged their responses in the following order: for emotional rewards, to provide a community service, to be a member of a treatment team, for the salary, and for the prestige.

Robinson (1979) conducted a two year followup study on

male caregivers, female caregivers and male engineers. A telephone interview revealed a higher job turnover rate among male day care teachers than female day care teachers or the male engineers. It was also discovered that 79 percent of the men in day care relocated in human service jobs. Robinson (1979) interpreted this trend within Holland's (1973) theory of vocational choice which states that men and women choose their occupational surroundings congruent with their personality types.

Burtt (1965) studied some of the highlights recorded by staff when a male teacher was introduced into a summer program for elementary age children. The children in this day care center were from fatherless homes. This study was employed at a point in the children's lives when a balanced relationship with a father figure could have a positive effect in healthy personality development. At the end of the first month the following statements were recorded:

(1) Lance: "Mr. Reynolds is daddy."

(2) Doug: "Mr. Reynolds, my mother is looking for a husband."

(3) Brad: "I think I will be a teacher when I grow up, like Mr. Reynolds."

(4) Eunice's boyfriend: "My girlfriend wants you to wait for her to grow up, Mr. Reynolds."

Consequently, the mothers of the children viewed the male teacher as "more" than an effective teacher (Burtt, 1965). Several studies (Johnston, 1970; Greenberg, 1977; Mischel, 1974; and Robinson, Skeen, and Flake-Hobson, 1980)

suggested that early sex-typing is augmented by the influence of socializing agents other than parents.

Many male teachers may be reluctant to undertake daily household chores, such as: sweeping, tying shoes, washing tables, and cooking, which are all necessary for day care living, which have long been a part of the female's role in the home (Johnston, 1970; Williams, 1970; and Greenberg, 1977). Elementary teachers should introduce a wide variety of activities to both the male and female child without labeling them in a manner that would exclude either sex from participating (Johnston, 1970). Men teachers that work with young children need to feel really male, and when he feels really male, a man can show gentle concern which also becomes a strength (Kendall, 1972).

Seifert (1975) discussed a portrait of a good early childhood teacher. Male day care teachers need guidelines to help men who are starting to work with young children. Men need to be cautioned about the lack of paying opportunities currently available in the field. The "motherly" qualities of day care work need to be conveyed to men entering the field, many of whom may have been taught to think more about things and ideas, than to nurture children. And men must be told about the problem of sharing housework responsibilities fairly, even when traditions have attached some tasks to one sex or the other.

Williams (1970) asked, "Why bring men into the

classroom simply to do what women have done?" Kendall (1970) found that men do things with children that women do, but usually with a zest and a difference; such as trees are climbed a little higher and going barefoot starts a little earlier in the spring. In addition, having a male teacher can add strengths to specific curricular activities which many female teachers may have customarily tended to avoid; such as wood-working and sports. Vairo (1969) noted that elementary faculty needs a mixture of personalities as well as men on its staff. Some men, simply by their presence, lend a feeling of unity to the group behavior (Kendall, 1972).

Johnston (1970) revealed that when he expressed an interest in working with young children, his potential superiors questioned everything from his academic training to his moral character. Milgram and Sciarra (1974) reported that the male view, during a child care staff meeting, was generally rejected without proper understanding. A common line for a female elementary teacher was: "If my discipline doesn't work on you, I can always get Mr. Smith next door" (Milgram and Sciarra (1974). One male teacher reported that he really did not know how to "small talk" with his female colleagues, and was uncertain about how to behave at the staff bridal shower he was invited to attend (Milgram and Sciarra, 1974). One word that a male teacher of young children used to describe his feelings about his occupation was lonely.

Murgatroyd (1955) discussed an issue he was confronted with when he expressed his desire to teach either kindergarten or first grade children. Murgatroyd stated:

> One man gave me some confidential advice. He would like to place me in a higher grade but was not sure of an opening but suggested that in future interviews it would be better not to mention first grade. He understood but was sure others would think of me as not quite normal. (p.132)

Robinson and Hobson (1978) explained that male day care teachers have more to offer young children than their masculine presence. It was suggested that men in day care have valuable contributions to make by modeling and reinforcing not only positive masculine traits but also positive feminine traits. The emphasis was placed upon the balance that the male caregiver can provide for a humanized environment for young children.

Further, Robinson (1979) wrote an update on the status of men in early child care work. It was pointed out that the masculinity of the male child care worker had been overly stressed. It is the man who can provide an androgynous balance for children who are needed in child care.

Greenberg (1977) observed that the male teacher needs to convince parents that there is an important place for sympathetic and knowledgeable males in the education of young children; that placing a child on his lap, hugging the child, or playing in the doll corner with a couple of children is not an act of sexual perversity or male "sissiness," but is rather a sincere expression of human

feeling between adult and young child. Williams (1970) observed that the lap of a willing teacher of young children is probably one of the best pieces of equipment that any classroom can have.

Sexton (1969) noted that schools alone cannot free men from the sex-role stereotypes that tie them. Society also must free them. Since societies are even less apt to change than schools, social change will hardly do much good. However, awareness of needs may help.

Johnston (1970) stated, "In no way do I seek to condemn the female teacher but rather, by illuminating basic differences between male and female teacher, to point to the need for both." Either extreme of all female or all male teachers of young children would be dangerous (Johnston, 1970). In summary, there appears to be a need for a male influence on young children as well as a female influence in day care centers. However, as was previously reveiwed, the culture's acceptance of the male in a traditionally female occupation lags behind this more idealized concept. "Men's Liberation, anyone?" (Milgram and Sciarra, 1974, p. 247).

Androgyny

Androgyny, sometimes referred to as exhibiting mixed sex-role behaviors, is defined as having both positive feminine and positive masculine characteristics (Sciarra, 1972).

Bem (1974) describes the development of a sex-role inventory that treats masculinity and femininity as two separate dimensions, thus making it possible to characterize androgyny as containing both masculine and feminine personality traits. This researcher's major findings were: (1) the dimensions of masculinity and femininity were empirically as well as logically independent: (2) the concept of psychological androgyny was a reliable one; and (3) highly sex-typed scores did not reflect a general tendency to respond in a socially desirable direction, but rather a specific tendency to describe oneself in accordance with traditional sex-typed standards of desirable behavior for both men and women.

Bem (1975a) studied the possibility that psychologically "androgynous" individuals might be more likely than either masculine or feminine individuals to display sex-role adaptability across situations. The purpose of her experiment was to evaluate the validity of this proposal. In other words, what are the behaviroal consequences of sex-role stereotyping versus sex-role adaptability? Is there any sense in which an androgynous person is less behaviourally restricted than an individual who is sex-typed? Two studies with college students provided support for this theory. Together, both experiements demonstrated that antdorgynous participants of both sexes displayed "masculine" independence when under pressure to conform, and "feminine" playfullness when given

the chance to interact with a kitten. However, all of the non-androgynous participants were found to display behavioral deficits in cross-sex behavior. Therefore, androgynous persons demonstrated a wider variety of behaviors and more flexible role-taking than did the traditionally sex-role-oriented individuals

Strahan (1975) remarked on Bem's measurement of psychological androgyny. It was pointed out that androgyny seemed to be too obscure and there could be a potentially important distinction between those individuals who scored high in both masculinity and femininity, and those individuals who score low in both. Strahan recommended dividing participants at the median on both the masculinity and femininity scales and then determining a fourfold classification rather than threefold classification. Consequently, subjects were classified as either masculine (high masculine - low feminine), feminine (high feminine - low masculine), androgynous (high masculine - high feminine), or undifferentiated (low masculine - low feminine). Therefore, the term "androgynous" ought to be reserved only for those individuals who score high in both masculinity and femininity.

Bem and Lenney (1976) using the four-fold classification system of scoring suggested by Strahan studied sex-typing and the avoidance of cross-sex behavior. They hypothesized that cross-sex behavior was motivationally problematic for sex-typed individuals and

that they would actively keep away from it as a result. In particular, when asked to indicate which of a series of paired activities they would prefer to perform for pay, sex-typed subjects were more likely than androgynous subjects to participate in sex-appropriate activity and to resist sex-inappropriate activity, even though such choices cost them money.

Robinson, Skeen, and Flake-Hobson (1980) assessed the sex-stereotyped attitudes of male and female workers in day care. Data were collected from the Sex-Stereotyped Attitude Checklist, drawn from a study by Williams and Bennett (1975). They discovered that men and women held androgynous attitudes toward girls; but preferred that boys behave masculine.

Travis and Wade (1984) discussed the androgynous alternative from stereotypical masculine and feminine sex-roles. It was pointed out that until a decade ago, virtually all socialization studies assumed that masculinity and femininity were mutually exclusive personality traits. In other words, it was assumed that the higher you are on one trait, the lower you must be on the other. The concept of androgyny was appealing not only because it supports an egalitarian philosophy but because it recognized that people do not fit neatly into either-or categories.

Bem (1975b) discussed androgynous individuals contrasted to traditionally masculine and feminine

sex-typed individuals. Traditional concepts of masculinity and femininity restrict a person's behavior in important ways. In modern society, adults need to be assertive, independent and self-reliant, but traditional femininity makes many women unable to behave in these ways. On the other hand, adults must also be able to relate to other people, to be sensitive to their needs and concerned about their welfare. However, traditional masculinity keeps men from responding in such supposedly feminine ways. Bem stated:

> Androgyny, in contrast, allows individuals to be both independent and tender, assertive and yielding, masculine and feminine. Thus, androgyny greatly expands the range of behavior open to everyone, permitting people to cope more effectively with diverse situations. (p. 62)

Further although the concept of androgyny as Bem has defined it has been accepted by many researchers, it has had its difficulties. Travis and Wade cited Crosby and Nyquist (1978) who have summarized some of the most serious problems, including the following:

(1) Androgyny is difficult to pin down with a simple survey whereas it was easy in the past, to measure masculinity and femininity.

(2) Due to methodological problems, the four main sex-role surveys may not measure the same thing. Researchers found that individuals are often classified differently by various tests.

(3) In researchers enthusiasm for the concept of androgyny, they have often made exaggerated claims for it. Consequently, it was widely assumed that "androgyny is better," however, not all studies support this.

(4) Androgyny experimenters assumed they knew what psychological health was.

(5) Many androgyny researchers suspected that people are fairly stable over time. In other words, if and individual was androgynous yesterday, the person will be androgynous tomorrow also.

In summary, androgyny expands the range of behaviors that males and females may use in order to deal with varying situations. Today, adults need to be both independent (masculine trait) and sensitive (feminine trait) in order to be effective. Androgyny does not restrict a person's behavior.

Hypotheses

This study investigated parents' prejudice against male day care workers. The first of two general research hypotheses are that parents are more likely to show bias against male day care workers than against female day care workers. Specifically, the first research hypothesis predicts that:

(1.1) There is negative female parental bias against male day care workers.

(1.2) There is negative male parental bias against male day care workers.

The second research hypothesis is that parents who ascribe to androgynous sex-roles will exhibit differences in day care evaluations from those who ascribe to more stereotypical sex-roles. Specifically, the second research hypothesis predicts that:

(2.1) Male parents who ascribe to androgynous sex-roles will exhibit significant differences in day care evaluations from those who ascribe to more stereotypical sex-roles.

(2.2) Female parents who ascribe to androgynous sex-roles will exhibit significant differences in day care evaluations from those who ascribe to more stereotypical sex-roles.

The corresponding null hypotheses are (1) that parents are not more likely to show bias against male day are workers (2) that parents who ascribe to androgynous sex-roles will exhibit no significant differences in day care ratings from those who ascribe to more stereotypical masculine and feminine sex-roles.

Parental bias is defined as a tendency for parents to think in a particular way, usually negative, toward an entire group which, in this case, happens to be male day care workers. The two independent variables in hypothesis one are the sex of the day care worker, and the sex of the parent. The evaluation score on item one of the questionnaire is the test of the dependent variable. For hyposthesis two an additional independent variable, sex-role orientation of each parent as measured by the Bem Sex-Role Inventory, was analyzed.

METHOD

Subjects.

Subjects for this study were 60 parents with children attending a day care center in either Humboldt County or Orange County in California. Participants were male and female, with an age range of 28 years to 36 years and a mean age of 32.3 years, s.d. 4.08. Four parent subjects were not included in this sample since it was discovered on question 14 of the survey, designed as a manipulation check of the independent variable, that the participants rated their own day care center rather than the day care center described in the letter.

All subjects were recruited from a number of child care facilities which were randomly selected from a telephone directory. Volunteers were solicited by either a personal invitation at the day care center or a poster board announcement which depended on the preference of the head day care worker.

The parents half male and half female were recruited from 6 day care centers. Of the parents questioned, 10 were from Children of the Redwoods, 13 were from Arcata Childrens Center, 4 were from Children of the Redwoods Infant Toddler Center, 13 were from Moore Avenue School, 8 were from Humboldt Educare, were from Humboldt County and 11 were from Covered Wagon which was from Orange County.

Of the 60 parents, 6 were single, 45 were married, 4 were divorced, 3 were separated, and 2 were cohabitating.

Further, the mean number of children in each family was 1.75 s.d. = .68. The mean number of children attending a day care was 1.30, s.d. = .46. Of the children attending day care, 29 were male and 31 were female. The mean age for the child attending day care was 3.92 years, s.d. = 1.52. See Table 1 for the deomgraphic data summary.

Materials.

A manila folder was used to distribute the material and to keep all answers confidential. The material included: instructions for filling out the questionnaire, a day care letter signed by either a male or female child care teacher (Margaret or James), the questionnaire, demographics, and the Bem Sex-Role Inventory. (See Appendix A, B, C, D, and E).

In the original study using the Bem Sex-Role Inventory Bem (1974) sampled a group of Stanford undergraduates (N = 665). That sample has been used to establish norms for median cutoff scores for the masculine and feminine scales, although Bem herself suggested that each researcher using the scale should re-establish their own normative medians. The median masculinity scores on that sample were 4.89 and the median feminity scores were 4.76.

Although data on reliability and validity of this scale are sparse, several studies have found support for the existence of androgyny as a construct. La France, and Carmen (1980) found that androgynous individuals exhibited more flexible behavioral repertoires than traditionally

sex-role oriented individuals, as Bem originally hypothesized. Some research has indicated that androgyny and high self-esteem are correlated (Orlofsky, 1977; Spence Helmreich and Strapp, 1975). Finally, Bem (1978) provided the original support for behavioral validation of the self-report measures by demonstrating that androygnous individuals display both more "independence" and more "playfulness" than do their more traditional peers.

Procedure.

Subjects received a manila folder and were directed to open the contents and read the instructions before beginning the procedure. After the parent had read the letter signed by either a male or female day care worker, the parent was instructed to rate the day care center described in the preceding letter in a series of questions using a four point Likert Scale. Ratings on item one of the questionnaire determined whether a male or female child care worker was preferred. The remainder of the questions were used to discover whether it was the gender of the day care worker that determined the day care evaluation or another factor.

Once the parent had finished answering all the questions, they read the instructions for the Bem Sex-Role Inventory. Following the directions was a list of personality characteristics. On a scale from one to seven, the parents were to indicate how true these traits were of themselves. Finally, the parents responded to

demographic questions concerning themselves and their families.

Scoring

The Bem Sex-Role Inventory scoring procedures require one to generate: (a) masculinity and femininity scores for each subject by counting up the total number of points in "masculine" squares and "feminine" squares, and then dividing by the number of ratings which the subject actually made on each gender (See Appendix D); and (b) group medians for the masculinity and femininity scores of your entire participant sample. Ideally, these medians should be based on an equal number of males and females in each cell combined into a single group. In the present study, the median masculinity scores were 5, and the median feminity scores were 4.95 for the sample of parents with children in day care.

According to the scoring directions, the participants who score above the masculinity median and below the femininity median are then ranked as "masculine;" those who score above the femininity median and below the masculinity median are then classified as "feminine;" those who score above both masculine and feminine medians are grouped as "androgynous;" and those who score below both masculine and feminine medians are classified as "undifferentiated."

Using the original scoring criteria described above, 16 parents were masculine, 14 parents were feminine, 17 were androgynous and 13 were undifferentiated on the BSRI as

their self-ascribed sex-role orientation.

Design.

A 2 (sex of the day care worker) x 2 (sex of the parent) with the dependent variable (rating of item 1 on the questionnaire was the design used to test the first hypothesis. A 2 (sex of the worker) x 2 (sex of the Parent) x 4 (sex-role orientation) with the dependent variable (evaluation of item 1 on the questionnaire) was the design used to test the second hypothesis.

RESULTS

Descriptive Statistics

Table 1 describes the demographic data and Table 2 shows the breakdown of scores for questions 1 to 13. Further, Table 2 indicates the mean responses and standard deviations to individual items on the questionnaire.

Pearson r correlations were calculated between individual items on the questionnaire. The questionnaire revealed significant positive correlations between answers on items 1 and 2 ($r = .43$, $p<.05$), between items 3 and 7 ($r = .53$, $p <.05$), between items 3 and 8 ($r = .45$, $p <.05$), between items 6 and 8 ($r = .43$, $p <.05$), and between items 6 and 9 ($r = .59$, $p<.05$). The questionnaire revealed insignificant correlations between answers on items 5 and 1 ($r = .02$, $p> .05$) and between items 12 and 1 ($r = .10 > .05$). The questionnaire revealed a negative correlation between items 9 and 13 ($r = -46$, $p < .05$) (See Table 2).

Inferential Statistics

The first hypothesis states that parents are more likely to show bias against male child care workers than against female child care workers. Specifically, the first hypothesis predicts that:

(1.1) There is negative female parental bias against male day care workers.

Table 3 presents the results of a Two-Way Analysis of Variance showing the relationship between the two independent variables (sex of the parent and sex of the worker) and the dependent variable (evaluation of item one

Table 1
Demographic Data Shown as Frequencies or Group Means and Standard Deviations.

Group	X	SD
Age of Parents	32.2	4.08
Children in Family	1.75	.68
Age of Child	3.92	1.52

Group	Frequencies
Day Care Centers	
Children of the Redwoods	10
Arcata Childrens Center	13
Children of the Redwoods Infant Toddler Center	4
Moore Avenue School	13
Humboldt Educare	8
Covered Wagon	11
Child's Gender	
Male	29
Female	31
Marital Status	
Single	6
Married	45
Divorced	4
Separated	3
Cohabitating	2

Table 2

Individual Items on the Questionnaire Shown as Group Means, Standard Deviations, and Frequencies.

Question	Selection	Frequency	$\bar{X}$	SD
1. I would select this day care center for my child.			2.68	.96
	1	8		
	2	16		
	3	23		
	4	13		
2. I like this day care center since my child will participate in rough-and-tumble play.			2.23	.87
	1	12		
	2	27		
	3	16		
	4	5		

Note: All answers are answered on a 4-point scale, where 1=disagree strongly, 2=disagree mildly, 3=agree mildly, and 4=agree strongly.

*These items are scored in the opposite direction to the other items in the scale (i.e., the greater the disagreement, the higher the score).

Table Continues

Table 2

Individual Items on the Questionnaire Shown as Group Means, Standard Deviations, and Frequencies.

Question	Selection	Frequency	$\bar{X}$	SD
*3. I would like my child to have more instructional learning than this day care provides.			2.07	.90
	1	18		
	2	24		
	3	14		
	4	4		
4. At this day care center, a man is more competent to teach my young child.			1.47	.54
	1	33		
	2	26		
	3	1		
	4	0		
5. At this day care center, I prefer a male day care teacher.			1.65	.51
	1	22		
	2	37		
	3	1		
	4	0		
6. It is important that my child be hugged in this nursery school.			3.03	.88
	1	21		
	2	23		
	3	13		
	4	3		

Table Continues .

Table 2

Individual Items on the Questionnaire Shown as Group Means, Standard Deviations, and Frequencies.

Question	Selection	Frequency	$\bar{X}$	SD
*7. I would like my child to be in a more structured day care center.			2.16	.86
	1	15		
	2	27		
	3	14		
	4	4		
*8. I'm the kind of parent who thinks that there is not enough discipline and too much play in this day care center.			2.72	.96
	1	14		
	2	22		
	3	17		
	4	7		
9. Nurturance is important for my child in this day care center.			3.48	.75
	1	1		
	2	6		
	3	16		
	4	37		

Table Continues

Table 2

Individual Items on the Questionnaire Shown as Group Means, Standard Deviations, and Frequencies.

Question	Selection	Frequency	$\bar{X}$	SD
10. Even though this day care provides both, I would prefer that my child play indoors rather than outdoors.			1.75	.73
	1	24		
	2	28		
	3	7		
	4	1		
*11. To me a child centered philosophy means a child is out of control.			3.2	.75
	1	23		
	2	27		
	3	9		
	4	1		
12. I prefer a female day care teacher for my child at this nursery school.			2.37	.84
	1	9		
	2	25		
	3	21		
	4	5		
13. At this day care school, a woman is more competent to teach my young child.			2.07	.84
	1	17		
	2	24		
	3	17		
	4	2		

Table 3

Two-Way Analysis of Variance Summary Table for Sex of the Parent, Sex of the Worker and Evaluation of Item 1 on the Questionnaire.

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Main effects	4.17	2	2.08	2.30	.11 n.s.
Worker	2.82	1	2.82	3.11	.08 n.s.
Parent	1.35	1	1.35	1.49	.23 n.s.
2 Way Interaction	.15	1	.15	.17	.69 n.s.
Worker Parent	.15	1	.15	.17	.69 n.s.
Explained	4.31	3	1.44	1.60	.20 n.s.
Residual	50.67	56	.91		
Total	54.98	59	.93		

on the questionnaire).

There were 15 male parents who received the male day care workers description who rated the daycare letter with a mean of 2.33. On the other hand, there were 15 male parents who received the female day care worker description who rated the day care letter with a mean of 2.00. Further, there were 15 female parents who received the male day care workers with a mean of 2.73. On the other hand, there were 15 female parents who evaluated female day care workers with a mean of 2.20. Each of the four cells (male parent/male day care worker, male parent/female day care worker, female parent/ male daycare worker, and female parent/female daycare worker) mean evaluations fell in the disagree mildly category on the questionnaire.

The first of two general hypothesis are that parents are more likely to show bias against male day care workers than against female day care workders. Specifically, the first research hypothesis predicts that:

(1.1) There is a negative female parental bias against male day care workers

Hypothesis (1.1) was not supported and therefore, the null hypothesis is accepted. Female parents did not differ significantly in their gender preference for day care worker.

(1.2) There is negative male parental bias against male day care workers.

Hypothesis (1.2) was not supported and therefore, the null hypothesis is accepted. Male parents did not differ significantly in thier choices from any other groups.

The second hypothesis is that parents who ascribe to androgynous sex-roles will exhibit differences in child care ratings from those who ascribe to more stereotypical sex-roles. Specifically, the second hypothesis predicts that:

(2.1) Male parents who ascribe to androgynous sex-roles will exhibit significant differences in day care ratings from those who ascribe to more stereotypical sex-roles.

Hypothesis (2.1) was not supported and therefore, the null hypothesis cannot be rejected. Androgynous male parents did not exhibit day care choices that differed from parents with traditional sex-role orientations.

(2.2) Female parents who ascribe to androgynous sex-roles will exhibit significant differences in day care ratings from those who ascribe to more stereotypical sex-roles.

Hypothesis (2.2) was not supported and therefore, the null hypothesis cannot be rejected. Androgynous female parents did not exhibit daycare choices that differed from parents with traditional sex-role orientations.

Table 4 presents a breakdown of mean scores ofr the Bem Sex-Role Inventory, sex of parent and sex of worker. Table 5 shows a Three-Way Analysis of Variance Summary Table for BSRI, Sex of the Parent, Sex of the Worker, and Evaluation of item 1 on the Questionnaire.

Table 4

Breakdown of Mean Scores for BSRI, Sex of Parent and Sex of Worker.

Bem Category	Male Worker	Female Worker
Male Parent		
masculine	3.10	2.33
N	(10)	(3)
feminine	2.00	3.25
N	(1)	(4)
androgynous	1.75	3.00
N	(4)	(5)
undifferentiated	0	3.33
N	(0)	(5)
Female Parent		
masculine	2.00	0
N	(3)	(0)
feminine	2.25	2.60
N	(4)	(5)
androgynous	2.00	3.00
N	(2)	(6)
undifferentiated	2.50	2.75
N	(6)	(4)

Table 5

Three-Way Analysis of Variance Summary Table for BSRI Sex of the Parent, Sex of the Worker, and Evaluation of Item 1 on the Questionnaire.

Source of Variation	Sum of Squares	df	Mean Squares	F	P
Main Effects	5.257	5	1.051	1.153	.346
Bem	1.090	3	.363	.399	.755
Worker	3.301	1	3.301	3.621	.063
Parent	.954	1	.954	1.046	.312
2-Way Interaction	7.643	7	1.092	1.198	.323
Bem X Worker	5.741	3	1.914	2.099	.113
Bem X Parent	2.496	3	.832	.913	.442
Worker X Parent	.382	1	.382	.420	.520
3-Way Interaction	.150	1	.165	.165	.687
Bem X Worker X Parent	.150	1	.165	.165	.687
Explained	13.050	13	1.101	1.101	.382
Residual	41.933	46			
Total	54.983	59			

Table 6 shows the results of a regression analysis on question 1 with all of the variables in the study used as predictors. Three variables are strong predictors of the response on item 1 of the questionnaire. First, question 2 (I like this day care center since my child will participate in rough-and-tumble play) is the strongest predictor of the response on question 1 of the survey (B=.32). Second, sex of the worker is a strong predictor of the response on item 1 of the questionnaire (B=.74). Last, the day care center that the child attended is a strong predictor of the response on question 1 of the survey (B= -.19).

Using all the demographic variables describing the sample, and the answers to the questionnaire (items 2-13), approximately 50 percent of the variation in responses on item 1 of the survey (r^2 = .4995) was explained. This means that approximately 50 percent of the variations in scores remains unexplained by this particular study. Some possible further explanations will be addressed in the discussion section.

Table 6

Regression Analysis with all Variables Shown as Predictors for Item 1 on the Questionnaire.

Variable	B	S.E.B.	F	Sig.	Beta
Q2	.32	.16	3.9	.06	.29
Worker	.74	.28	6.8	.01	.38
Center	-.19	.09	4.7	.04	-.35
Q7	.03	.11	.03	.87	.03
Marital	.27	.16	2.83	.10	.22
Q11	-.23	.22	1.03	.37	-.18
Q3	.24	.18	1.91	.18	.23
Parent	-.28	.29	.94	.34	-.15
Age	-.05	.04	1.53	.22	-.20
Childs Age	.05	.10	.32	.57	.09
Q8	.14	.11	.49	.49	.14
Q6	-.18	.21	.80	.38	-.17
Q5	-.16	.35	.22	.65	-.09
Bem	-.09	.16	.34	.57	-.11
Q13	-.11	.25	.20	.65	-.10
# Children	.06	.23	.07	.79	.04
Sex of Child	-.09	.28	.11	.75	-.05
Q12	.05	.25	.04	.84	.05
Q9	-.05	.26	.03	.85	-.04
Q4	.06	.39	.03	.87	.03
# Children in Day Care	.05	.38	.01	.91	.02
Constant	3.7	1.97	3.45	.07	

DISCUSSION

Summary of Results

Parent subjects did not differ significantly in their evaluation of male and female day care workers on item one of the questionnaire contrary to the prediction in the first hypothesis of this study. Perhaps parents that are making choices for a day care center have different values than the student subjects in former studies. This result may be due to a small sample size.

The first hypothesis was supported at the .08 level of significance showing a trend toward preferring the traditional female day care worker. Overall, parents regarded male day care workers as less competent than their female counterparts. Specifically, male parents evaluated day care centers with a female signature the highest, female parents rated child care centers with a female signature high, male parents evaluated day care centers with a male signature low, and female parents rated child care centers with a male signature the lowest. Overall, male parents rated the day care center higher than female parents, although all of the mean ratings displayed a somewhat negative view of the center.

In a similar study, Gordon and Draper (1982) found significant results that indicated that the day care center run by a women was consistently rated as a better program in spite of the fact that it did not differ from the one run by

a man. One hundred and forty-one students in basic math classes served as their subjects. Consequently, comparing and contrasting Gordon and Draper's study with the present study, these researchers had a larger sample size than the present investigation which may have contributed to the differences found in the results between the two research projects. Furthermore, male students regarded male day care workers as less competent than did female students; however, the opposite is true of male and female parents in the present study. Consequently, a major reason for undertaking this research was to use actual parents rather than students in order to make the study more "real life."

Further, Pearson's correlations were not signficant between items 5 (at this day care center, I prefer a male day care teacher) and 1 (I would select this day care for my child) along with items 12 (I prefer a female day care teacher for my child at this nursery school and 1. Apparently, parents are saying that they have no gender preference for their child's day care worker.

The results of this study did not support the existing literature which states that males who wish to work in day care centers are more discriminated against than females who wish to work in day care centers. Day care centers are stereotypically a feminine environment; however, day care center letters with a male signature, in this study, were not discriminated against. Does this mean that there really is less prejudice today than articles reviewed earlier?

Perhaps Americans really are breaking the stereotypes. To this researcher's knowledge, there is not current literature that is available which supports the non-existance of negative bias towards males who work in the "feminine" environment of day care. However, the absence of stereotyping may be apprearing in the 1980's literature due to modeling influence in day care centers. That is, more males are participating in cross-sex behaviors and may be changing the existing stereotypes.

The second hypothesis was not supported since it was predicted that parents who ascribed to androgynous sex-roles would exhibit significant differences in day care ratings from those who ascribe to more stereotypical sex-roles and there were no differences. In other words, even though parent's sex-role self reports were androgynous in nature their actions were not. The androgynous subjects evaluated item one just like traditional sex-role orientated parents did. There might be a shift in people's actions due to organizations like the women's movement and men's sensitivity groups. Perhaps both men and women are acting out more androgynous roles yet still are traditional in a way on self-report inventories. Results of future research might support this notion.

Approximately, 10 percent of the variance in the scores on item one of the survey can be explained by these three factors; (1) sex of the parent, (2) sex of the worker, and (3) sex-role orientation as the experimental manipulation.

Items That Reveal Correlations: (Refer to Table 2 for wording of items).

Items 1 & 2: Question 2 is not only correlated with question 1, but is also the strongest predictor of the way question 1 will be evaluated. Apparently, parents feel strongly about whether or not their child ought to participate in rough-and-tumble play. Traditionally, rough-and-tumble play has been considered a stereotypical "masculine" trait which, in this study, was not rated particularly high. Perhaps the parents answered question 2 more honestly because it is a more subtle measure of "masculinity."

Items 3 & 7: It seems apparent that questions 3 and 7 would be correlated since one has to do with instructional learning and the other has to do with the structure in the day care. Possibly a more structured environment in the day care is interpreted as more conducive to instructional learning.

Items 3 & 8: Further, question 3 is correlated with question 8. It seems apparent that questions 3 and 8 would be correlated since one has to do with instructional learning and the other has to do with discipline. This is possibly because in order for instructional learning to take place it is perceived that, one must have a certain amount of discipline.

Items 6 & 8: Apparently, parents that think it is important for their child to be hugged in nursery school

place it is perceived that, one must have a certain amount of discipline.

Items 6 & 8: Apparently, parents that think it is important for their child to be hugged in nursery school also think that there needs to be more discipline and less play than this day care center provides. Intuitively, one would not think that these items would be positively correlated.

Items 6 & 9: Further, questions 6 and 9 are correlated. It seems apparent that parents would relate a hugging and nurturing environment. However, in the past nurturing and hugging were valued highly for young children but parents responding in this study tended to disagree with nurturing and with hugging on the questionnaire. In California and across the nation, parents have been worried about the well publicized alleged sexual abuse in day care centers. This finding might well related to that issue. Parents in this study, are exhibiting caution about children being hugged in day care by either a male or female day care worker.

Items 5 & 1: The correlations between questions 5 (at this day care center I prefer a male day care teacher) and 1 (I would select this day care for my child) is weak and insignificant. Appraently, parents' preference for the day care center was not related to gender of the day care teacher.

Items 12 & 1: The correlation between questions 12 (I prefer a female day care teacher for my child at this nursery school) and 1 (I would select this day care for my child) is also weak and insignificant. Again it seems that parents are trying to say that their preference for the day care center is not related to whether or not the teacher is male or female.

Items That Reveal Negative Correlations:

Items 9 & 13: These seemingly related items are negatively correlated. Intuitively, one could think these items would be positively correlated. This is because women and the idea of nurturance are typically seen as related. Parents, in this sample, may be pointing out that a male day care worker is just as competent as a female day care worker and that it does not matter whether it is a man or woman providing nurturance for their child.

Further investigation, led to a regression analysis on question 1 with all of the variables used as predictors. Three variables were strong predictors of the parents response on item 1 of the survey. First, question 2 (I like this day care center since my child will participate in rough-and-tumble play) was the best predictor of the response on item 1 of the questionnaire. The majority of the parents did not prefer rough-and-tumble play which has traditionally been considered a stereotypical "masculine" trait. Second, sex of the worker is a strong predictor of the response on item 1 of the questionnaire. Last, the nursery school that the child attended was a strong

predictor of the response on question 1 of the survey.

Evaluation of the Study

One major limitation of this study was the small sample size. The first hypothesis was supported at the .08 level of significance indicating a trend toward a preference for the traditional female child care worker. Gordon and Draper (1982) found significant results that indicated that the child care run by a female was consistently evaluated as a better day care center in spite of the fact that it did not differ from the one run by a male. However, Gordon and Draper questioned 141 students as participants and the present inventigation only questioned 60 parents.

Further, the questionnaire was designed and written by the researcher and had not previously been tested for reliability and validity. While most intercorrelations between items on the survey were related indicating internal consistency, some items showed low correlations with other items.

Two subjects complained that the questions were hard to answer because they wanted more choices within the categories on the survey. The researcher was aware of this problem, and knew they were forced choice questions.

On question 14 of the survey (an open-ended question), it was found that four of the participants evaluated their own day care center rather than the day care center described in the letter. This researcher was aware that this could be a problem. If the parent likes the day care

that their child is attending and they think that they are evaluating their own day care center, the sex of the worker, on the day care letter description, would not be an indicator of the way item 1 was evaluated on the survey. Consequently, the directions were made clear that the parents should not rate the day care that their child is attending. However, a few parents were obviously confused.

Ideas for Further Study

Follow-up studies on prejudice against male day care workers are needed in order to further determine when males are perceived as beneficial for young children in school. Research with children is needed to find how children evaluate male day care workers.

Since the day care center that the child attended was a strong predictor of the way item 1 on the questionnaire was evaluated, further research needs to be done to find what issues caused this occurrence. Since four of the parents rated their own day care rather than the day care letter on question 14 of the survey, yet the majority of the parents did not bother to answer the open-ended question, this researcher was unable to tell whether or not parents were evaluating their own day care or the day care letter. If more parents were rating their own day care, or at least comparing it to the day care letter description, were there any males in their day care center to influence their evaluation of the sex of the worker? This piece of information was not collected in this study and should be taken into consideration in the next study of this kind

since exposure to a male model may influence parental choice.

Further, two of the day care centers which subjects were recruited from, in this study, were affiliated with religious organizations. Are parents with children in day cares connected with a religious affiliation evaluating the sex of the worker different from other parents? In addition, educational differences need to be examined. Are college educated parents evaluating the male day care worker similar to the high-school educated parents? This researcher would assume that even though college educated parents may be more liberal in nature, their actions would be prejudiced according to society's stereotypes toward sex-typed occupations such as a day care teacher.

Conclusions

Parents (male and female) did not have significantly prejudiced attitudes toward male day care workers. The trend however, leaned toward preferring a female child care worker, although the differences were not significant. Specifically:

(1) male parents rated day care centers with a female signature the most favorable.

(2) female parents rated female day care centers with a female signature favorable.

(3) male parents rated male day care centers with a male signature unfavorable.

(4) female parents rated male day care centers with a male signature unfavorable.

Overall, female parents evaluated the day care center lower

than male day care workers, although the mean of all parents evaluations was somewhat negative and similar.

Further, the second hypothesis was not supported since it was predicted that parents who ascribed to androgynous sex-roles would exhibit significant differences in child care evaluations from those who ascribed to more stereotypical sex-roles. Even though parents' sex-role self reports may be androgynous in nature, their choice behaviors are no different than society's stereotypes toward sex-typed occupations such as child care worker. In summary, for this sample of parents, there appears to be no significant biases toward the sex of the day care worker by either sex of the parent or by their own sex-role orientation.

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Appendix A

Hello, my name is Marja Wessell and I am a graduate student at Humboldt State University who is working on her master's thesis. I am interested in parents who have children in day care centers and their general impressions of day care facilities. Your participation in this study is volunatry and your responses will be anonymous. Please do not sign your name. If you would like a copy of the results once I am finished with this study, I shall provide this day care center with a summary.

DIRECTIONS

This study is composed of two sections. Please complete the first part before going on to the second. These are the directions for the first section. Please read the letter describing your opinion towards the day care center. There are no right or wrong answers. It is important to answer all the questions as close to your own opinion as possible. Please indicate your choice by circling either A,B,C, or D. Once you have finished answering all of the quesitons, please go on to the next section.

Appendix B

DAY CARE CENTER

Dear Parent:

Thank you for showing an interest in my day care program. The day care school sessions operate under a child-centered philosophy and furnish nurturing and caregiving. Furthermore, the staff provides an environment both human and physical, that encourages the children to initiate activities and that reinforces physically active and rough-and-tumble play. The activities are designed to provide sensory and multi-sensory experiences for the children, both indoors and outdoors. It is the belief of the teachers that young children learn most effectively when they play in a stimulating environment, and the staff therefore provides large blocks of uninterupted time for the children to play. I hope to hear from you soon and hope I will be able to work with your child in the near future.

Sincerely,

_____

James Clark

Appendix B

DAY CARE CENTER

Dear Parent:

Thank you for showing an interest in my day care program. The day care school sessions operate under a child-centered philosophy and furnish nurturing and caregiving. Furthermore, the staff provides an environment both human and physical, that encourages the children to initiate activities and that reinforces physically active and rough-and-tumble play. The activities are designed to provide sensory and multi-sensory experiences for the children, both indoors and outdoors. It is the belief of the teachers that young children learn most effectively when they play in a stimulating environment, and the staff therefore provides large blocks of uninterupted time for the children to play. I hope to hear from you soon and hope I will be able to work with your child in the near future.

Sincerely,

_____

Margaret Jones

Appendix C

QUESTIONS

1. I would select this day care for my child.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

2. I like this day care center since my child will participate in rough-and-tumble play.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

3. I would like my child to have more instructional learning than this day care provides.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

4. At this day care center, a man is more competent to teach my young child.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

5. At this day care center, I prefer a male day care teacher.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

6. It is important that my child be hugged in this nursery school.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

7. I would like my child to be in a more structured day care center.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

8. I'm the kind of parent who thinks that there is not enough discipline and too much play in this day care center.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

9. Nurturance is important for my child in a day care center.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

10. Even though this day care center provides both, I would prefer that my child play indoors rather than outdoors.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

11. To me a child centered philosophy means a child is out of control.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

12. I prefer a female day care teacher for my child at this nursery school.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

13. At this day care school, a woman is more competent to teach my young child.

A	B	C	D
agree strongly	agree mildly	disagree mildly	disagree strongly

14. Are there any other aspects of this day care center which you especially like or dislike?

Appendix D

Below you will be shown a large number of personality characteristics. I would like you to use those characteristics in order to describe yourself. That is, I would like you to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked. Example: sly
Thus, if you feel it is sometimes but infrequently true that you are "sly", then you would rate these characteristics as follows:

1 Never or Almost Never True	2 Usually Not True	3 Sometimes but Infrequently True	4 Occasionally True	5 Often True	6 Usually True	7 Always or Almost Always True
			Sly	3		
Self reliant	M	Reliable	N		Warm	F
Yielding	F	Analytical	M		Solemn	N
Helpful	N	Sympathetic	F		Willing to take a stand	M
Defends own beliefs	M	Jealous	N		Tender	F
Cheerful	F	Has Leadership abilities	M		Friendly	N
Moody	N	Sensitive to the needs of others	F		Aggressive	M
Independent	M	Truthful	N		Gullible	F
Shy	F	Willing to take risks	M		Inefficient	N
Conscientious	N	Understanding	F		Acts as a leader	M
Athletic	M	Secretive	N		Childlike	F
Affectionate	F	Makes decisions easily	M		Adaptable	N
Theatrical	N	Compassionate	F		Individualistic	M
Assertive	M	Sincere	N		Does not use Harsh Language	F
Flatterable	F	Self-sufficient	M		Unsystematic	N
Happy	N	Eager to soothe hurt feelings	F		Competitive	M
Strong Personality	M	Conceited	N		Loves Children	F
Loyal	F	Dominant	M		Tactful	N
Unpredictable	N	Soft-spoken	F		Ambitious	M
Forceful	M	Likable	N		Gentle	F
Feminine	F	Masculine	M		Conventional	N

Appendix E

Here are some questions about you and your family which I would appreciate you answering.

1. Your gender
   ( ) Male
   ( ) Female

2. Your age
   ( )

3. Number of children in your family
   ( )

4. Number of children in day care at present
   ( )

5. Sex of your child in day care
   ( ) Male
   ( ) Female

6. Age of child in day care at present
   ( )

7. Marital status
   ( ) Single
   ( ) Married
   ( ) Divorced
   ( ) Separated
   ( ) Cohabitating